GOVERNMENT OF INDIA
HUMAN RESOURCE DEVELOPMENT
LOK SABHA

UNSTARRED QUESTION NO:97
ANSWERED ON:17.07.2017
Sakshar Bharat Abhiyan
Joshi Shri Pralhad Venkatesh

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the total number of people benefitted under the Sakshar Bharat Abhiyan, State/UT-wise;
(b) whether the Government has taken any other steps to ensure inclusive education for all; and
(c) if so, the details of the steps taken/ being taken by the Government in this regard?

Answer

MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT
(SHRI UPENDRA KUSHWAHA)
(a) A total number of 5,88,37,706 learners benefited under the Sakshar Bharat Abhiyan upto August, 2016. A statement indicating the State/UT-wise total number of people benefitted under the Saakshar Bharat Abhiyan, is annexed.
(b) & (c) Sarva Shiksha Abhiyan (SSA) promotes inclusion of CWSN in neighborhood schools through their early identification, educational placement, provision of aids and appliances and other resource support services, teacher training, parental training, community mobilisation, curricular adaptations, removal of architectural barriers, as well as residential, non residential or even home based education, as per their specific requirements.
Thus, SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN is being implemented. The dual objective of embracing this model is to bring more CWSN under the umbrella of SSA and to provide to CWSN appropriate need based skills, be it vocational, functional literacy or simply activities of daily living. Further, an attempt is being made to provide these skills in the most appropriate learning environment.
The National Council of Educational Research & Training (NCERT) has developed exemplar material on curricular adaptations, inclusive teaching and adoption of flexibility in evaluating children with disabilities in inclusive classrooms. These handbooks, meant for primary and upper primary level teachers, cover all disabilities, including cognitive and intellectual disabilities, have been disseminated to States/UTs.
NCERT has also developed Barkhaa: A Reading Series for All as an exemplary inclusive learning material in the form of a supplementary reading series consisting of 40 story booklets based on children's experiences. The reading series goes beyond providing only audio material to visually challenged learners and has special features like Braille and text on the same page, high resolution colours, window flashcards of difficult words and tactile and textured illustrations rendering it accessible to all children.
Under Inclusive Education for Disabled at Secondary Stage (IEDSS) component of RMSA scheme, all children passing out of elementary school and studying at the secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995), and the National Trust Act (1999), namely i) Blindness, ii) Low vision, iii) Leprosy cured, iv) Hearing impairment, v) Loco-motor disabilities, vi) Mental retardation, vii) Mental illness, viii) Autism, ix) Cerebral palsy etc. are covered.
The components of the scheme includes assistance for two major components i.e. A) Student-oriented components: i) Assessment of medical / educational needs, ii) Provision of student specific facilities, like assistive devices, therapeutic service, books support services etc. iii) Development of learning material, iv) Purchase of screen reading software. Girls with disability receive special focus and efforts made under the scheme to help them gain access to secondary schools with a provision of monthly stipend of Rs.200/- for the disabled girls. Rs.3000/- per child per annum is provided as Central Assistance to be topped by the States by a scholarship of Rs.600/- per disabled child per annum. (B) Other Components: i) Appointment of special educators, ii) Special pay for general teachers trained in special education @ Rs.400/- per month iii) Construction and equipping of resource rooms, iv) training of general school teachers to build their capacity to fulfill the needs of children with special needs v) make schools barrier free.